

# ACCESSIBILITY PLAN



*Revised:*  
*FEBRUARY 2017*

*Review Date:*  
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## **Introduction**

The purpose of this plan is to show how Great Marsden St John's Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

At Great Marsden St Johns Church of England Primary Academy we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

## **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

## Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

Any future planned action work will be overseen and co-ordinated local governing committee, the multi academy trust directors and by the head teacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Great Marsden St Johns Church of England Primary School.

### AUDIT OF CURRENT PROVISION & ACTION REQUIRED

#### 1. Curriculum Access

<b>Statement</b>	<b>Evidence</b>	<b>Action Required/When?</b>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	CPD file.  External agency written reports and advice – for example, educational psychologist, specialist teachers etc,	SEN training as need arises.  On-going CPD
Pupils with emotional, social and behavioural difficulties are supported in school.	A carefully monitored behaviour system is in place. However, for those children for whom additional support is needed, a bespoke behaviour plan will be written and shared with pupils and parents / carers.	Bespoke behaviour plans written when needed.
Classrooms are optimally organised for disabled pupils. Currently in school this is for children with a hearing impairment (HI).	Specialist HI teacher has assessed pupil need and given advice as to classroom arrangement / teaching for optimum learning.	Hearing loop to be installed <i>as and when necessary</i>

Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson observation records. Lesson Plans	Continue to implement personalised learning when appropriate.  <i>Continuous</i>
All children on the SEN register have IEP's which contain individual targets. These targets are worked on a 1:1 basis through the week.	IEP monitoring sheets	
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs.  Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	
ICT equipment is suitable for current needs within school	All children access the ICT curriculum.	Equipment can be fitted with additional software/hardware to allow access for disabled pupils <i>as and when appropriate.</i>
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate.  All risk assessments include info re. Disabled pupils. H&S policy	
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, Weekly staff meetings (Regular TA, & SLT meetings)	Continuing CPD

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Physical Access

Statement	Evidence	Action Required/ <i>When?</i>
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. There are no barriers to access caused by doorways, stairs, and steps.	The entrance area has double doors wide enough to accommodate a wheelchair. All KS1 and 2 classrooms are on one level Where necessary there are ramps leading into all external doors from outside with the exception of the year 2 doorway. Here there is an alternative entrance.	
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.	Installation of fully equipped disabled toilet.	
Pathways around school are safe and well signed.	Good signage.	
Parking arrangements for all are logical and safe and have ramps to access the main school entrance and grounds.	Clearly marked disabled parking bay.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	
Signs are uncomplicated, and unambiguous.	See signage around school.	
Most areas are well lit.	Audited by H&S	The path from the school's main office to the parent car park needs better lighting.

Children with short term medical conditions (eg broken limb) are catered for through bespoke risk assessments.	Bespoke risk assessments for each child completed by the Inclusion Manager and shared with staff and parents / carers.	
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## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Access to Information

<b>Statement</b>	<b>Evidence</b>	<b>Action Required / When?</b>
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists.  Lesson observations.	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using interactive whiteboards / overhead projectors / PowerPoint presentations etc	IWB used in every class & OHPs used during collective worship.  All staff read aloud & for parents who cannot read, information can be read to them.  Separate report can be requested to be sent if a parent does not live at same address  Website updated regularly & weekly newsletter sent to all parents.	

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**Tel: 01282 615055 Fax: 01282 697750 Email: [bursar@st-johns-nelson.lancs.sch.uk](mailto:bursar@st-johns-nelson.lancs.sch.uk)  
Trent Road, Nelson, Lancashire BB9 0NX  
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